Year 5 English Overview

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey	Coast to Coast 'Brighton Rocks'	Coast to Coast 'Brighton Rocks'	Ancient Darkness	Ancient Darkness	The Road to Tokyo	The Road to Tokyo
Main text studied	Dead Man's Cove St Ives tourist adverts/ persuasive writing Flotsam CC History outcome: Information text	Dead Man's Cove Flotsam CC Science outcome: Forces information text	Rainmaker Wolf Brother Information text of clan animal CC: Maya information texts	Rainmaker Wolf Brother		
Reading skills	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding.	*Consolidation- will prioritise based on assessments.* Continue to explore the meaning of words in context by asking questions to improve their understanding. Drawing inferences such as inferring characters' feelings, thoughts and	*Consolidation- will prioritise based on assessments.* Continue to explore the meaning of words in context by asking questions to improve their understanding. Drawing inferences such as inferring	*Consolidation- will prioritise based on assessments.* Continue to explore the meaning of challenging words in context by asking questions exploring synonyms, definitions and by using them in a sentence. Drawing inferences such as inferring	*Consolidation- will prioritise based on assessments.* Continue to explore the meaning of challenging words in context by asking questions exploring synonyms, definitions and by using them in a sentence. Drawing inferences such as inferring	*Consolidation- will prioritise based on assessments.* Continue to explore the meaning of challenging words in context by asking questions exploring synonyms, definitions and by using them in a sentence.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Ordering the main events from the story. Identifying how language, structure and presentation contribute to meaning.	motives from their actions, and justifying inferences with evidence from the text. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more large sections/chapters from a book and identifying key details that support the main ideas. Identifying how language, structure and presentation contribute to meaning through a range if genres and literary styles.	characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text. Develop children's impressions of characters based on evidence from the text. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more large sections/chapters from a book and identifying key details that support the main ideas. Identifying how language, structure	characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text. Develop children's impressions of characters based on evidence from the text. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more large sections/chapters from a book and identifying key details that support the main ideas. Identifying how language, structure	characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text. Develop children's impressions of characters based on evidence from the text. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more large sections/chapters from a book and identifying key details that support the main ideas. Identifying how language, structure	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text. Develop children's impressions of characters based on evidence from the text. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more large sections/chapters from a book and identifying key details that support the main ideas.

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	Provide reasoned justifications for their views.	Provide reasoned justifications for their views using evidence/quotes from the text.	and presentation contribute to meaning through a range if genres and literary styles. Comparing characters and settings by providing reasoned justifications for their views using evidence/quotes from the text.	and presentation contribute to meaning through a range if genres and literary styles. Comparing characters and settings by providing reasoned justifications for their views using evidence/quotes from the text.	and presentation contribute to meaning through a range if genres and literary styles. Comparing characters, plots and settings by providing reasoned justifications for their views using evidence/quotes from the text.	Identifying how language, structure and presentation contribute to meaning through a range if genres and literary styles. Comparing characters, plots and settings by providing reasoned justifications for their views using evidence/quotes from the text.
Poetry		Winter/Christmas Poetry	Mayan Poetry			
Fiction objectives	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Consider how authors have	Integrated dialogue to convey character and advance the action. Consider how authors have developed characters and settings and apply this to their own writing.	Distinguish between the language of speech and writing and choosing the appropriate register Consider how authors have developed characters and settings and apply this to their own writing.	Distinguish between the language of speech and writing and choosing the appropriate register Consider how authors have developed characters and settings and apply	Distinguish between the language of speech and writing and choosing the appropriate register Consider how authors have developed characters and settings and apply this to their own writing.	Distinguish between the language of speech and writing and choosing the appropriate register Consider how authors have developed characters and settings and apply this to their own writing.

developed characters and settings and apply this to their own writing. Draft, edit and improve their writing.	Draft, edit and improve their writing. Describing settings, characters and atmosphere.	Draft, edit and improve their writing. Describing settings, characters and atmosphere. Use verb choice and noun phrases carefully to show character.	this to their own writing. Draft, edit and improve their writing. Describing settings, characters and atmosphere. Use verb choice and noun phrases carefully to show character.	Draft, edit and improve their writing. Describing settings, characters and atmosphere. Use verb choice and noun phrases carefully to show character.	Draft, edit and improve their writing. Describing settings, characters and atmosphere. Use verb choice and noun phrases carefully to show character.
Describing settings, characters and atmosphere.	Use a wide range of cohesive devices, including adverbials, to build cohesion within and across sentences and paragraphs.	Use a wide range of cohesive devices, including adverbials, to build cohesion within and across sentences and paragraphs.	Use a wide range of cohesive devices, including adverbials, to build cohesion within and across sentences and paragraphs.	Use a wide range of cohesive devices, including adverbials, to build cohesion within and across sentences and paragraphs.	Use a wide range of cohesive devices, including adverbials, to build cohesion within and across sentences and paragraphs.
Use a wide range of cohesive devices, including adverbials, to build cohesion within and across sentences and paragraphs.	Further develop the structure of paragraphing. Selecting vocabulary and grammatical structures that reflect the level of formality required	Selecting vocabulary and grammatical structures that reflect the level of formality required. Show this through dialogue and different character voice.	Selecting vocabulary and grammatical structures that reflect the level of formality required. Show this through dialogue and	Selecting vocabulary and grammatical structures that reflect the level of formality required. Show this through dialogue and different character voice.	Selecting vocabulary and grammatical structures that reflect the level of formality required. Show this through dialogue and different character voice.
Selecting vocabulary and grammatical structures that reflect the level of formality required Ensuring the consistent and correct use of	Ensuring the consistent and correct use of tense throughout a piece of writing.				Ensuring the consistent and correct use of tense

	tense throughout a piece of writing. Character description and setting description, diary entries in role, tourism advert/guide		Ensuring the consistent and correct use of tense throughout a piece of writing.	different character voice. Ensuring the consistent and correct use of tense throughout a piece of writing.	Ensuring the consistent and correct use of tense throughout a piece of writing.	throughout a piece of writing.
Non-fiction objectives	Selecting vocabulary and grammatical structures that reflect the level of formality required e.g. chatty style or formal letter. Use further organisational and presentational devices to structure text and to guide the reader.	Reported speech and non-fiction paragraphing. Use further organisational and presentational devices to structure text and to guide the reader. [for example, headings, bullet points, underlining]	Selecting vocabulary and grammatical structures that reflect the level of formality required e.g. Mayan information text for the library and instructional writing how to be an archaeologist. Use further organisational and presentational devices to structure text and to guide the reader. [for example, headings, bullet points, underlining]	Selecting vocabulary and grammatical structures that reflect the level of formality required e.g. science changing state investigation. Use further organisational and presentational devices to structure text and to guide the reader. [for example, headings, bullet points, underlining]	Selecting vocabulary and grammatical structures that reflect the level of formality required e.g. famous artist biography. Use further organisational and presentational devices to structure text and to guide the reader e.g Information text on Japan. [for example, headings, bullet points, underlining]	Selecting vocabulary and grammatical structures that reflect the level of formality required e.g instructional writing. What to expect from year 5.
Grammar	Develop an understanding of	Brackets, dashes or commas to	Use inverted commas and other	Recognise vocabulary and	A recap of previous learning will be	A recap of previous learning will be

what makes a sentence e.g. verb, subject and object. Clarify understanding of main clause and simple sentence. Converting nouns or adjectives into verbs using suffixes –ate, -ify, -ise" Indicating degrees of possibility using adverbs or modal verbs Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Verb prefixes dis- de- mis- over- re- Devices to build cohesion eg: then,	indicate parenthesis Indicating degrees of possibility using adverbs or modal verbs Linking ideas across paragraphs using adverbials Use of commas to clarify meaning or avoid ambiguity Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Verb prefixes dis- de- mis- over- re- Converting nouns or adjectives into verbs using suffixes –ate, -ify, -ise Devices to build cohesion eg: then,	punctuation to indicate direct speech Use the perfect form of verbs to mark relationships of time and cause. Brackets, dashes or commas to indicate parenthesis Indicating degrees of possibility using adverbs or modal verbs Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Devices to build cohesion eg: then, after that, this, firstly.	structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of information in a sentence Devices to build cohesion eg: then, after that, this, firstly Linking ideas across paragraphs using adverbials of time, place and number Indicating degrees of possibility using adverbs or modal verbs Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	needed and over learning of trickier objectives will need to be covered regularly. Use a range of sentence styles and structures e.g. complex, compound and simple sentences for effect. Manipulate clauses e.g. position of subordinate clause. Use commas accurately in lists and to mark clauses. Vary the use of person (1st and 3rd) to show a range of perspectives.	needed and over learning of trickier objectives will need to be covered regularly. Use a range of sentence styles and structures e.g. complex, compound and simple sentences for effect. Manipulate clauses e.g. position of subordinate clause. Use commas accurately in lists and to mark clauses. Vary the use of person (1st and 3rd) to show a range of perspectives.

after that, this, firstly Brackets, dashes or commas to indicate parenthesis Linking ideas across paragraphs using adverbials of time, place and number Use of commas to clarify meaning or avoid ambiguity Indicating degrees of possibility using adverbs or modal verbs Use expanded noun phrases to convey complicated information concisely Recap use of coordinating conjunctions e.g.	after that, this, firstly Linking ideas across paragraphs using adverbials of time, place and number Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Use subordinating conjunctions and subordinate clauses to add detail and expand sentences. Over learning of this will be needed to embed.	Linking ideas across paragraphs using adverbials of time, place and number Use of commas to clarify meaning or avoid ambiguity Verb prefixes [for example, dis–, de–, mis–, over– and re–] Converting nouns or adjectives into verbs using suffixes –ate, -ify, -ise Use subordinating conjunctions and subordinate clauses to add detail and expand sentences. Use and understand the purpose of the following:	Verb prefixes dis- de- mis- over- re- Use of commas to clarify meaning or avoid ambiguity Indicating degrees of possibility using adverbs or modal verbs Brackets, dashes or commas to indicate parenthesis Indicating degrees of possibility using adverbs or modal verbs Use subordinating conjunctions and subordinate clauses to add detail and expand sentences.		

	F.A.N.B.O.Y.S (This will need regular recaps) *modal verb* *relative pronoun* *relative clause* *parenthesis* *dash* *cohesion* *ambiguity*					
Punctuation	'Non Negotiables' need to be established and time taken to avoid small errors in writing e.g. full stops, capital letters, explanation marks and question marks. Recap use of commas in a list. Use brackets, dashes or commas to indicate parenthesis (GD)	'Non Negotiables' need to be established and time taken to avoid small errors in writing e.g. full stops, capital letters, explanation marks and question marks. Speech punctuation and rules e.g. new line new speaker, capital letters and punctuation inside speech marks. Use commas to clarify meaning or avoid ambiguity in writing	Regular recaps of punctuation expectations will be needed, over learning and modelled use of punctuation. Use brackets, dashes or commas to indicate parenthesis mostly correctly using semi-colons, colons or dashes to mark boundaries between (GD) Using a colon to introduce a list	Regular recaps of punctuation expectations will be needed, over learning and modelled use of punctuation. Use brackets, dashes or commas to indicate parenthesis mostly correctly using semi-colons, colons or dashes to mark boundaries between (GD) Using a colon to introduce a list	Regular recaps of punctuation expectations will be needed, over learning and modelled use of punctuation. Use brackets, dashes or commas to indicate parenthesis mostly correctly using semi-colons, colons or dashes to mark boundaries between (GD) Using a colon to introduce a list punctuating bullet points consistently	Regular recaps of punctuation expectations will be needed, over learning and modelled use of punctuation. Use brackets, dashes or commas to indicate parenthesis mostly correctly using semi-colons, colons or dashes to mark boundaries between (GD) Using a colon to introduce a list punctuating bullet points consistently

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			punctuating bullet points consistently	punctuating bullet points consistently		
		Use brackets, dashes or commas to indicate parenthesis mostly correctly (GD)				
Spelling	Spell accurately all words from the Y3-4 statutory word list

Words with the letter string 'ough'

Words with 'silent' letters

Words ending in '-able' and '-ible'

Homophones (*isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed*) | Spell many words from the Y5-6 list

Plurals (adding '-s', '-es' and '-ies')

Apostrophe for contraction and possession

Use of the hyphen

Using a dictionary to support learning word roots, derivations and spelling patterns

Building new words from known morphemes | Apostrophe for possession

Rare GPCs (*bruise, guarantee, immediately, vehicle, yacht*)

Words ending in '-ably' and '-ibly'

Homophones (*led/lead, steel/steal, alter/altar*)

Homophones | Spellings taught in previous half term

Homophones

Words from statutory and personal lists

Words with the /i:/ sound spelt 'ei'

'ei' and 'ie' words | Words from statutory and personal spelling lists

Homophones (*cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose*)

Homophones | Proofreading: use of dictionary to check words referring to first three or four letters

Problem suffixes

Homophones

Spelling aspects from Year 5 that are not secure |
| | | | | | | |